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ABSTRACT

Three quotes are presented as "Peter Parley's Message to Teachers." (1) "Students wish to participate in their own learning. Begin with the child's present location in time and space, then help the child make connections with the content which you are addressing." (2) "Students are interested in stories and pictures. Children's literature addresses those interests by exploring people, places, historic times, cultures, and social concerns with appealing stories and illustrations." (3) "Students like repetition. Important information needs to be repeated if it is to be remembered over a long period of time, perhaps varied methods of repetition." These quotes are followed by a 66-item annotated bibliography of sources for teaching geography. The items are divided as to geographic area, and an indication is given as to appropriate student level. The document concludes with a poem by Peter Parley. (JB)

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PETER PARLEY AND HIS WAY OF TEACHING GEOGRAPHY TO FUTURE CITIZENS

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Rocky Mountain Regional Conference on
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PETER PARLEY'S MESSAGE TO TEACHERS

STUDENTS WISH TO PARTICIPATE IN THEIR OWN LEARNING

Begin with the child's present location in time and space, then help the child make connections with the content which you are addressing. In my books I carried on a dialogue with my young readers.

STUDENTS ARE INTERESTED IN STORIES AND PICTURES

Children's literature addresses those interests by exploring people, places, historic times, cultures, and social concerns with appealing stories and illustrations.

In my books I frequently used a story and illustrations to impress concepts and facts upon the minds of my readers.

STUDENTS LIKE REPETITION

Important information needs to be repeated if it is to be remembered over a long period of time, perhaps varied methods of repetition. In my books I often repeated facts and concepts after they had been introduced. The poetry I incorporated was one device I used to restate information my young readers might need at some future time.

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THE TEACHER'S LESSON

I saw a child, some four years old,
Along a meadow stray;
Alone she went, uncheck'd, untold,
Her home not far away.

She gazed around on earth and sky,
Now paused, and now proceeded;
Hill, valley, wood, she passed them by
Unmarked, perchance unheeded.

And now gay groups of roses bright
In circling thickets bound her--
Yet she went with footsteps light
Still gazing all around her.

And now she paused, and now she stooped,
And plucked a little flower;
A simple daisy 'twas, that drooped
Within a rosy bower.

The child did kiss the little gem,
And to her bosom press'd it;
And there she placed the fragile stem,
And with soft words caressed it.

I love to read a lesson true
From nature's open book--
And oft I learn a lesson new
From childhood's careless look.

Children are simple, loving, true--
'Tis God that made them so;
And would you teach them?--be so, too,
And stoop to what they know.

Begin with simple lessons, things
On which they love to look;
Flowers, pebbles, insects, birds on wings--
These are God's spelling-book!

And children know His A B C,
As bees where flowers are set;
Wouldst thou a skilful teacher be?
Learn then this alphabet.

From leaf, from page to page,
Guide thou thy pupil's look;
And when he says, with aspect sage,
"Who made this wondrous book?"

Point thou with reverend gaze to heaven,
And kneel in earnest prayer
That lessons thou has humbly given
May lead thy pupil there!

Peter Parley